

Pupil premium strategy statement – St Leonard’s CE Primary School

This statement details our school’s use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy and how we intend to spend the funding in this academic year.

School overview

Detail	Data
Number of pupils in school	226
Proportion (%) of pupil premium eligible pupils	23 children = 10.17%
Academic year/years that our current pupil premium strategy plan covers	Sept 2025 – July 2026 Sept 2026 – July 2027
Date this statement was published	February 2026
Date on which it will be reviewed	January 2027
Statement authorised by	Kay Proctor, Headteacher
Pupil premium lead	Joanne Waring, Assistant Headteacher
Governor / Trustee lead	Judith Laycock

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,715
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£45,715

Part A: Pupil premium strategy plan

Statement of intent

At St Leonard's CE Primary School all members of staff and governors accept responsibility for all pupils recognising that a number of pupils within the school population, some of whom are not eligible for pupil premium funding, may at any point during their school career require additional support and intervention.

We firmly believe that quality first teaching will have the biggest positive effect on our most disadvantaged pupils; ensuring the gap closes between the most disadvantaged and the most advantaged pupils within our school community. The focus on developing professional excellence ensures that all staff members are supported in developing the skills needed to enable our children to make progress to secure levels of high attainment, at the end of each Key Stage and across all year groups. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

We are committed to meeting our pupils' pastoral, social and academic needs in a nurturing environment. As with every child in our care, a child who is in receipt of the pupil premium is valued, respected and entitled to develop to their full potential.

Our curriculum is bespoke for our children and reflects our local area and wider community. While we know that enriching classroom experiences are paramount in the Early Years, we also know that providing enhancements and enrichments across the school, in all curriculum areas, are equally as important. Experiencing the broader world is a crucial factor before joining it. We aim to provide our children with opportunities to engage with the wider world, build confidence, resilience and self-esteem to prepare our pupils for the next step on their educational journey.

Social and emotional wellbeing is a priority – we want our children to be self-confident, independent and resilient learners, learners who have the support and resources that will equip them to continually learn.

We provide a range of support and targeted intervention. These can be on a 1:1 basis or within small groups during the school day; Zones of Regulation; and Sensory Circuits

At St Leonard's CE Primary School, we pride ourselves on the pastoral support we provide for our families. We know that financial hardship can impact significantly on family life and we strive to support families where necessary.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps . These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.

2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with writing than their peers.
3	Assessments and observations suggest disadvantaged pupils generally have greater difficulties with maths than their peers.
4	Pupils' social, behavioural needs and emotional well-being is affecting the ability to be in a position to be able to make progress and it also affects their readiness to learn. Attitude to learning is affected, this includes no resilience, learned helplessness, struggle to persevere, no self-motivation to succeed or self-regulation strategies. Teacher referrals for support remain relatively high.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments, monitoring and observations indicate significantly improved oral language among disadvantaged pupils.
Improved writing attainment among disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2026/27 show that more than 50% of disadvantaged pupils met the expected standard or have made good progress.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2026/27 show that more than 50% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Children's well-being needs are met and supported to ensure they are able to access high quality teaching and targeted interventions where needed to support them in making progress. Sustained high levels of wellbeing by 2026/27 demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

Activity in this academic year

This details how we intend to spend our pupil premium funding this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £19,715

(TA support, upskilling TAs/Teachers, one to one TA support, increase specialist teacher hours, nurture support)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve writing attainment across the school by purchasing a new writing scheme which is built on the foundations of an understanding of purpose and audience, enabling children to focus on the language choices that will underpin their ability to write effectively. The units are carefully designed to build children's vocabulary and oracy. Professional development to support implementation</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 Develop pupils' language capabilities Purposeful speaking and listening activities support pupils' language development. Teach writing composition strategies through modelling and supported practice Develop pupils' transcription and sentence construction skills through extensive practice Target teaching and support by accurately assessing pupil needs Use high quality structured interventions to help pupils who are struggling with their literacy https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 Develop pupils' speaking and listening skills and wider understanding of language Teach pupils to use strategies for planning and monitoring their writing Promote fluent written transcription skills by encouraging extensive and purposeful practice and explicitly teaching spelling Use high quality information about pupils' current capabilities to select the best next steps for teaching Use high quality structured interventions to help pupils who are struggling with their literacy https://educationendowmentfoundation.org.uk/early-years/toolkit/early-literacy-approaches https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches</p>	<p>1, 2, 4</p>
<p>To embed metacognition and self-regulation approaches within teaching to support pupils to think about their own learning.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation Self-regulation and metacognition strategies work through learners monitoring and evaluating their own learning strategies. Some necessary components for successful metacognitive strategies might include: Explicit teaching of metacognitive strategies Teachers modelling their own thinking to demonstrate metacognitive strategies Opportunities for pupils to reflect on and monitor their strengths and areas of improvement, and plan how to overcome current difficulties. Providing enough challenge for learners to develop effective strategies, but not so difficult that they struggle to apply a strategy. Metacognition and self-regulation strategies are most effective when embedded in a school's curriculum and a specific subject lesson.</p>	<p>1, 2, 3, 4</p>
<p>Improve maths attainment and enhancement of our maths teaching in line with DfE and EEF guidance. This involves purchasing a new maths scheme and funding teacher release time to</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths https://educationendowmentfoundation.org.uk/early-years/toolkit/early-numeracy-approaches</p>	<p>1, 3, 4</p>

embed the new scheme and make it bespoke for their class.		
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>Teach SEL skills explicitly</p> <p>Integrate and model skills through everyday teaching</p>	1, 2, 3, 4

Targeted academic support (for example, nurture, specialist teacher, phonics interventions)

Budgeted cost: **£20,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	1, 2, 4
<p>To provide targeted intervention for SAL, phonics, maths</p> <p>Interventions will be delivered on a 1:1 basis or in small groups.</p>	<p>All interventions will be overseen by SLT, SENDCO, Assessment/Intervention Lead, and subject leaders, ensuring children who require the support are identified and targeted fairly and transparently.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum.</p> <p>Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.</p> <p>Some pupils may struggle specifically with spoken language.</p> <p>Schools should consider how they will identify pupils that need additional support around oral language and articulation. It may be helpful to focus on speaking and listening activities separately where needed to meet particular needs.</p> <p>Where necessary, Teaching Assistants will be up-skilled in particular areas to maximise the impact of their skill set and to ensure that there is consistency.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>Deploy TAs in ways that enable all pupils to access high-quality teaching</p> <p>Deploy TAs to scaffold learning and to develop pupils' independence</p> <p>Deploy TAs to deliver well-chosen, evidence based, structured interventions where appropriate</p>	1, 2, 3, 4

	<p>Prepare and train staff around effective TA deployment Engage all staff in the process of implementing effective TA deployment</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>Use high quality structured interventions to help pupils who are struggling with their literacy</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF	4
To provide targeted intervention for nurture.	All interventions will be overseen by SLT, SENDCO, Assessment/Intervention Lead, and subject leaders, ensuring children who require the support are identified and targeted fairly and transparently. Where necessary, Teaching Assistants will be up-skilled in particular areas to maximise the impact of their skill set and to ensure that there is consistency. Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1, 2, 3, 4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £45,715

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Please see previous report, which has been RAG rated.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.